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ABSTRACT

Management style is a major factor in the successful accomplishment of the many tasks required of an educational administrator. An administrator's leadership style develops in proportion to his adaptation to organizational structure, his personality and value system, his concept of personal success, experiences both in and out of his managerial capacity, and the role expectations as perceived by others. The resulting style, in turn, greatly influences the school and its personnel. Research indicates that administrators must be subordinate-centered and that, given the problem-oriented nature of modern school organizations, they must be adaptive. Documents cited in this review examine in detail the determinants and influences of managerial style. The review concludes with specific recommendations of particular management styles. Sixteen of the documents surveyed are available from the ERIC Document Reproduction Service. (Author)

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May 1973 Number 17

Management Styles

Terry Barraclough

The multiplicity of role demands requires today's educational administrator to be an adaptive leader; that is—an individual who has the ability to vary his leader behavior appropriately in differing situations.

Blanchard and Hersey (1970)

Schools are complex organizations, and the tasks of an educational administrator are correspondingly numerous and intricate. An administrator's style as a manager is a major factor in his success at various tasks.

Managerial style results from adaptation to a variety of forces: organizational structure, the administrator's personality and value system, his concept of personal success, experiences both in and out of his managerial capacity, and the role expectations of others. Whatever its determinants, the resulting style greatly influences the organization and its personnel.

Management style affects organizational climate, superior-subordinate relationships, and subordinate job satisfaction. Each administrator's particular mode of operation influences his ability to perform well within the organizational hierarchy. Research indicates that, given the problem-oriented nature of modern school organization, administrators must be, above all, adaptive. Their style must enable them to confront a variety of problems and situations on behalf of the school.

Documents in this review examine various management styles, their determinants, relationships to organizations, and influences. While the emphasis is on educational management, several articles contain pertinent information from other fields. The concluding section includes recommendations of particular styles, each of which is adaptive and subordinate-centered.

Sixteen of the documents are available from the ERIC Document Reproduction Service. Complete ordering instructions appear at the end of the review.

ADMINISTRATIVE STYLES

Workshop participants playing the role of principal of a mythical junior high school exhibited three administrative styles (Gaynor 1972). Gaynor identifies the styles as personal-transactional, authoritarian, and participative. The personal-transactional leader seeks information, makes decisions based on that information, and communicates to his subordinates. The style is basically leader-centered. The authoritarian leader is subject-centered, emphasizing curriculum over personnel. His style involves impersonal communication and an emphasis on authority. The participative leader is person-oriented and emphasizes human relations and face-to-face communication.

Ignatovich (1971) designed a research project to identify leader types from teacher descriptions of elementary principal leader behaviors. At the same time, he was interested in studying the effects of leader types on teacher behavior.

Responses from ninety-nine Iowa elementary schools revealed three basic principal leadership types. The "Tolerant-Integrator" principal is considerate and tolerant in his dealings with subordinates. The "Intolerant-Structuralist" principal is more bureaucratic and role-oriented, and he tends to stress production. The "Tolerant-Interloper" principal grants teachers complete freedom and does not assume the leader role.

The research indicates that teachers feel less disengaged from the organization and less burdened by their workload under "Tolerant-Integrator" principals. Their esprit also tends to be higher under such leaders. Ignatovich found principal type to be unrelated to both staff size and organizational intimacy.

Bernthal (1969) examines different types of organization—charismatic, traditional, bureaucratic, and task-oriented—and the role of the leader in each. In the modern, task-oriented system associated with educational management, the leader role cannot be generalized as decision-making, direction and control, problem-solving, inspiration, communication, or any other simple function. Instead, the leader in such an organization must realistically assess environmental forces or constraints, articulate the organization's mission, secure resources for the functions of the organization, represent the organization to its constituency, and provide internal coordination, communication, and conflict resolution.

The leader of a task-oriented system must be flexible and adaptive rather than authoritarian or democratic. He must correctly assess the forces in himself, the organization, and the larger environment. Then he must respond appropriately to these factors in each situation.

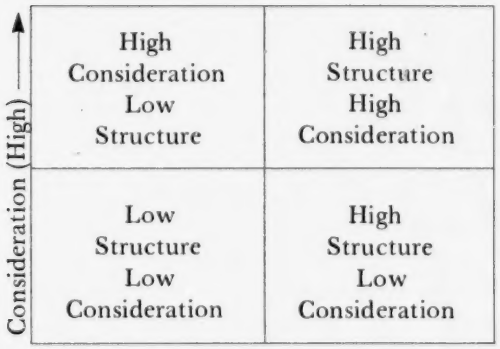
Bernthal contends that a task-oriented system requires an administrator who is

neither strong nor weak but an integral part of a complex social system. The administrator's goal is productive integration of human and nonhuman resources in an organization working toward a common goal.

Blanchard and Hersey (1970) discard the terminology applied in the past to leadership styles. Early literature suggested a normative style that was either "autocratic" (also called "production-oriented" or "goal achievement") or "democratic" (also termed "employee-oriented" or "group maintenance").

Recent studies clearly indicate there is no single all-purpose style, but the authors identify varying combinations of two behavior patterns. *Initiating Structure* behavior involves roles, structures, and a production orientation. *Consideration* behavior emphasizes interpersonal relationships, mutual trust and respect, and an employee orientation.

Leadership style, Blanchard and Hersey maintain, varies in the extent to which each class of behavior is operating. The Ohio State Leadership Quadrants diagram illustrates four generalized management styles derived from combinations of the two behavior patterns:



The Ohio State Leadership Quadrants

Blanchard and Hersey advocate the "Life Cycle Theory" of management. This theory proposes that management style follow the progress of subordinates from immaturity to maturity. Leader behavior should progress from (1) high Structure-low Consideration to (2) high Structure-high Consideration and (3) high Consideration-low Structure to (4) low Structure-low Consideration. For management of mature students, faculty, and other personnel, the literature suggests the low Structure-low Consideration pattern, which involves minimal interference with subordinates.

DETERMINANTS

A paper by Bridges in McIntyre (1971) investigates the concept of personal success as a determinant of a principal's managerial style. Bridges identifies four factors that affect administrative style: decisional premises, or personal beliefs about what will cause desired results; responses to known success and failure; the capacity to function effectively without knowledge of results; and the yardsticks used to measure personal success.

> Confronted simultaneously with the strong desire to know how well he is doing and the problematic character of estimating his success within the organization, the principal is impelled to work out ways in which he can reduce the uncertainty about his personal success. How he chooses to solve his success problem is a major determinant of his managerial style.

Bridges cites examples of typical methods principals use to reduce uncertainty about personal success. Principals may be concerned with their status in the bureaucracy. If so, they probably engage in GASing behavior (Getting the Attention of Superiors). Or, they may be concerned with their

progress as professionals, in which case they usually seek public visibility. They may solicit the high opinion of subordinates through a personnel-oriented style. Or, they may be conscious only of organizational efficiency. If so, their style is oriented to rules and regulations.

Combs (1970) contends that what an administrator does or knows will not distinguish him as a "good" or "bad" administrator, but the belief system he holds will. The first priority of an administrator is to decide what is important, since indecision about what is important ruins administrator effectiveness.

Administrators are members of the "helping professions." Good helpers approach a problem from the viewpoint of the other person. A good helper is positive in his view of people. He sees himself in positive ways. He is characterized by altruistic purposes and "large" goals, and he fits his methods to the task at hand. Such a person, Combs states, is a "good" administrator.

Thomas (1969) examined behavior changes of a group of elementary school principals who participated in a laboratory training experience designed to improve their human relations skills. He used a before-and-after study, with a control group, to determine resulting differences in the job-related interpersonal behavior of the principals and in the organizational climate of their schools.

Compared to the control group, the laboratory-trained principals became more tactful and more considerate of the individual needs of the staff. They demonstrated a more collaborative approach to decision-making. Thomas also noted that

> being more tactful, more considerate, and more democratic with the staff could help a principal overcome the interpersonal barriers associated with helping a teacher improve his teaching performance.

> In the field of educational administration there seems to be an increasing need for adjusting the basic incompatibility between the social and psychological needs of public school teachers, and the nature of monocratic, bureaucratic management patterns in educational organizations. The monocratic, bureaucratic management style, which emphasizes hierarchical control and chain of command, tends to be in conflict with the self-control or colleague control needs of professional people. *Chung (1970)*

The staffs of the participating principals exhibited higher group morale after the laboratory experience. In addition, the organizational climate of the schools managed by laboratory-trained principals became more open.

In a later analysis of the same research, Thomas (1970) notes that changes were also apparent within the control group. While the experimental group changed in a "desirable" direction on every variable, eight months after the laboratory the control group scored lower on all but two variables. Control-group scores in the areas of dominance and cohesion remained similar before and after the laboratory.

The principal's concept of his role, the need-dispositions of his personality, and the role expectations of the various groups he serves each have an effect on his personal style and effectiveness, says Wiggins (1970). He further maintains that the major in-

fluence on the principal's leadership style is the role construed for him by the school and the school district.

In fact, Wiggins contends, a school administrator is influenced by the roles and expectations of the school, the school district, and the clientele as much as the school is influenced by his personal style as administrator. The report calls for a reexamination of the administrative leadership tradition that presumes the power, authority, and influence of principals to be the major sources of thrust and significance in the educational enterprise.

Wiggins continues his analysis of principal behavior in a 1971 speech to the National Association of Elementary School Principals. He adds that experience in an administrative role has a socializing effect on principals, even though roles and expectations associated with school administration are frequently incompatible with the personality and needs of the administrator. A study of principals' characteristics has shown little variance in behaviors associated with the administrative role.

Eckel (1969) details the results of a study of role theory and the secondary school principal. Role theory includes not only actions but methods—or styles—as well. Results of the study indicate that the expectations of others and the principal's self-concept define his role.

STYLE AND THE ORGANIZATION

The educational administrator must help the organization refine its goals and must manage it in the direction of those goals (Flower 1971). The administrator is not granted authority commensurate with his responsibilities. He is not fully trusted to do his job and cannot rely on due process or established procedures.

Flower advises administrators to beware of easy answers, to work toward new structures and procedures, to turn to theory, and to act instead of react. Sometimes the only way to survive as an administrator, he adds, is to "cultivate a high degree of low cunning."

An investigation of inner-city elementary schools by Doll (1960) identified two major factors responsible for a "successful" learning environment: the method of grouping students for academic work, and the principal. Doll concludes that the principal is the single most important influence on the learning environment.

The "unsuccessful" principal, or the principal associated with an "unsuccessful" learning environment, is rigid and hierarchy-oriented. The "successful" principal is nonrigid and personnel-oriented. Doll's analysis shows a successful principal is prone to act independently of bureaucratic directives and to heed teacher advice. He attends to teacher needs and perceives his role "as one whose primary task is to assist the teachers to teach," regardless of the wishes of the administrative hierarchy.

Feitler (1972) examines existing relationships between the leader behaviors of elementary school principals and the organizational processes of their schools. Questionnaires from twenty-three schools indicated a significant correlation between participative-group organizational processes and four leader behaviors: tolerance of freedom, consideration, integration, and tolerance of uncertainty. Schools with more authoritarian organizational processes scored significantly lower in the same areas of leader behavior.

The participative-group organizational structure (after Likert) is characterized by seven processes:

- Leadership: superordinates exhibit to subordinates complete confidence and trust in all matters
- Motivational forces: group participation and involvement in setting goals, improving methods, and appraising progress
- Communication: channels are open and used vertically and horizontally at all levels
- Interaction influence: interaction is continuous and friendly, subordinates perceive themselves as having influence over goals, methods, and activities
- Decision-making: shared widely throughout the organization
- Goal-setting: established through group participation
- Control: informal and formal organization act in concert

Where leadership facilitates meaningful interpersonal interaction, Feitler maintains, productivity and job satisfaction increase.

A research report by Marjoribanks (1970) indicates that principal dogmatism is unrelated to the bureaucratic structure of elementary schools. Dogmatic personalities may not display the characteristics associated with dogmatism in the school situation. Marjoribanks concludes that "the behavior of the principal is not a simple function of personality."

INFLUENCE OF MANAGEMENT STYLE

Experienced teachers enrolled in graduate courses evaluated their principals according to criteria delineated by Utz (1972). They ranked principals by overall effectiveness, consideration for teachers, development of learning programs, plant management skills, concern for production, and concern for people.

Utz finds a positive relationship between perceived effectiveness and concern for people and concern for production ratings. Perceived effectiveness has a parallel relationship to ratings on consideration, development of learning programs, and plant management. Those principals whose effectiveness is ranked below average score lower on concern for people than on concern for production. The Principal Leadership Style Questionnaire, used as the basis of rankings on effectiveness, is appended.

Management research by Tosi ([1970]) investigates the interrelationship of leadership style and subordinate authoritarianism. Tosi concludes that the personality characteristics of subordinates affect their reactions to different leadership styles and that

> . . . effective leadership style is contingent on the position power of a leader and the favorableness of the relationships within the group.

Specifically, an authoritarian subordinate feels he has more influence on his work situation when he works for a directive manager. Subordinate job satisfaction is highest when the subordinate is authoritarian and the manager directive. In short, the superior-subordinate pairing most satisfactory to the subordinate is one in which the superior is directive and the subordinate authoritarian.

A study of leadership style in business (House and others 1971) found subordinate role satisfaction to be positively related to initiating structure, leader consideration, and leader decisiveness. No significant relationship emerged between subordinate role satisfaction and leader technical competence.

RECOMMENDED STYLES

To reduce the incompatibility of the sociopsychological needs of teachers and bureaucratic management patterns in educational organizations, Chung (1970) recommends a teacher-centered management style:

> If there are no adjustments to the demands and needs of teachers, there will be an increased conflict between school administrators and teachers and this trend will result in the deterioration of teacher-administrator relationships.

The teacher-centered style involves sharing in decision-making, less close teacher supervision, administrative support of teachers' professional growth, and personal, accessible relationships.

Data to support his conclusions derive from self-report questionnaires returned by teachers in twenty-one public schools in southeastern Michigan. As indicated by the data, high job satisfaction of teachers is significantly related to management styles characterized by the teachers as highly teacher-centered.

The supervisor, in his exercise of influence and power within the school, must rely more on the formal than the informal power structure (Helwig 1968). The formal structure is based on legitimacy and position, the informal on technical competence and human relations skills. Research indicates that personnel in education value technical competence above human relations skills. Therefore, technical competence is an important basis for power within the informal structure.

Helwig postulates that the supervisor can exercise a degree of influence outside the formal power structure if he modifies his role behavior to a "supportive style" of leadership. However, leadership style is not directly related to formal structure. The supervisor's adjustment to the supportive leadership style must therefore relate to formal role expectations if he is to maintain his influence within the formal structure.

Vidich and McReynolds (1969) studied the relationship of emergent problems in urban secondary education to the occupational psychology of high school principals. Their research included extended personal interviews with the principals and a series of seminars on topics relevant to secondary education.

Individually, the principals appeared to be embattled administrators. Collectively, they were guarding their authority within the schools and defending the system, their careers, and themselves from external attack. Concerning individual management styles, Vidich and McReynolds concluded:

> He may be democratic or authoritarian, casual or formal, friendly or aloof but none of these styles is in itself necessary or sufficient to define the "good" principal. He must be "effective," the implicit criteria being efficiency and orderliness of school operation, good staff morale, and good relations with his various publics.

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RESEARCH HIGHLIGHTS

The multiplicity of role demands requires today's educational administrator to be an adaptive leader. *Blanchard and Hersey (1970)*

A school administrator is influenced by the roles and expectations of the school, the school district, and the clientele as much as the school is influenced by his personal style as an administrator. *Wiggins (1970)*

Where leadership facilitates meaningful interpersonal interaction, productivity and job satisfaction increase. *Fiedler (1972)*

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